

Differentiated Instructional Support:

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Provide more time for this lesson if students need help with vocabulary, examples or research.
- Have students create political cartoons that illustrate the vocabulary words.
- Challenge students to include Hobbes's rationale for absolutism, Voltaire's criticism of the Catholic Church, the spreading of the Enlightenment ideas through salons, or Beccaria's views on crime and punishment in their essays.
- Provide a graphic organizer, based on the performance rubric, for planning a presentation.
- Allow students to improvise short skits, raps or television commercials that illustrate their understanding.
- Challenge students working beyond the indicator to research and explain the impact of Adam Smith's work on contemporary economic policy.

Effects of the Enlightenment

3

Extension:

- Lead a discussion in which students are encouraged to connect political, economic, and religious issues and trends in today's world to Enlightenment ideas. Have students consider this quote from Adam Smith's *Wealth of Nations*: "No society can surely be flourishing and happy, of which the far greater part of the members are poor and miserable." Explore the relationship of this idea to the passage of the Sherman Anti-Trust Act (1890) and other modern economic policies.
- Have artistic students make a political cartoon that shows a monarch, a bishop and an economic advisor discussing Enlightenment ideas from various points of view.
- Have students act out an improvisational skit demonstrating their understanding of pre and post-Enlightenment ideas and attitudes.
- Have students examine the following quote from Adam Smith's *Wealth of Nations*: "If a foreign country can supply us with a commodity cheaper than we ourselves can make it, better buy it of them with some part of the produce of our own industry employed in a way in which we have some advantage." Have students explain how this idea relates to the current economic principle of free trade, specifically to the North American Free Trade Association (NAFTA).

Homework Options and Home Connections:

Have students look for examples of different leadership styles in movies and literature.

Interdisciplinary Connections:

English Language Arts

• Writing Processes

Benchmark F: Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

Indicator 8: Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.

Indicator 10: Use available technology to compose text.

Materials and Resources:

For the teacher: None.

For the student: Textbook, reference materials, writing materials.

Effects of the Enlightenment

4

Vocabulary:

- rationalism
- natural law
- Montesquieu
- Rousseau
- John Locke
- Adam Smith
- mercantilism
- absolutism
- divine right of kings
- enlightened despotism
- Enlightenment

Technology Connections:

Have students use the Internet to read English language versions of newspapers from countries with monarchies to analyze the role of monarchs in government today.

Research Connections:

Marzano, R. et al. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

Summarizing and note taking are two of the most powerful skills to help students identify and understand the most important aspects of what they are learning.